DOCUMENT RESUME

ED 120 990 95 EA 008 166

AUTHOR DeLuca, Stuart M.
TITLE Preparing School News Releases for the Media. C-1 Informing the Public, Document No. 10i, Revised. Independent Study Training Material for Professional Supervisory Competencies.
INSTITUTION Texas Education Agency, Austin.; Texas Univ., Austin. Dept. of Educational Administration.
SPONS AGENCY Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
PUB DATE 75
NOTE 61p.; Related documents are EC 082 599-607, EA 008 159, and EA 008 161-165; A few pages may reproduce poorly due to marginal legibility of original document

EDRS PRICE MF-$0.83 HC-$3.50 Plus Postage
DESCRIPTORS Elementary Secondary Education; Newsletters; *News Media; *Performance Based Education; *Public Opinion; *School Publications; Speeches; Supervisors; *Supervisory Activities; *Supervisory Training; Television
IDENTIFIERS SEST; *Special Education Supervisor Training Project

ABSTRACT

This self-instructional learning packet is one part of a competency-guided program for instructional supervisor preparation developed by the Special Education Supervisor Training (SEST) project. This packet deals with the task of promoting a favorable public image of school programs through effective use of the news media. The packet consists of five sections that focus in turn on dealing with the news media, preparing news releases, planning television interviews, preparing newsletters and other informational publications, and planning and writing speeches for delivery by school officials. Each section begins with a list of specific learning objectives, then presents a number of simulated inbasket materials that illustrate the various responsibilities of the public information coordinator for a school district. Included at the end of each section is a short quiz designed to assess the user's grasp of the key concepts presented in that section. (JG)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

ED120990

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

Independent Study Training Material

For

Professional Supervisory Competencies

PERMISSION TO REPRODUCE THIS COPYRIGHTED MATERIAL HAS BEEN GRANTED BY

Ben M. Harris

TO ERIC AND ORGANIZATIONS OPERATING UNDER AGREEMENTS WITH THE NATIONAL INSTITUTE OF EDUCATION. FURTHER REPRODUCTION OUTSIDE THE ERIC SYSTEM REQUIRES PERMISSION OF THE COPYRIGHT OWNER.

Document #10i

PREPARING SCHOOL NEWS RELEASES FOR THE MEDIA ©

by Stuart M. DeLuca

With Revisions by Jim Sanders

G-1 Informing the Public

Special Education Supervisor Training Project

Department of Educational Administration

The University of Texas at Austin

1975

EA 008 166

Copyright. All rights reserved by Ben M. Harris. Permission to reproduce can be secured. Funded by BEH/USOE(IAC) 74 75 0955 to the Texas Education Agency and College of Education, The University of Texas at Austin.

CONTENTS

Page

Preface i

Overview 1

Directions 2

Scenario 3

Section I: Contacting the Media 4
Inbasket Items 1-3
Review Quiz Items 1-2, a,b

Section II: Forms of News Dissemination 11
Inbasket Items 4-9a, b
Review Quiz Items 3-10

Section III: A Special Case--The Television Interview 23
Inbasket Items 10-12
Review Quiz Items 11-12

Section IV: Use of Publications for Public Information 30
Inbasket Items 13-14a,b,c,d
Review Quiz Items 13-18

Section V: The Pitfalls of Ghost-Writing Speeches 51
Inbasket Item 25
Review Quiz Items 19-20

Appendices 54

Posttest Work Sheet 55

List of Independent Study Material Developed by the SEST Project 56

PREFACE

The learning packets developed by the Special Education Supervisor Training Project (SEST) at the University of Texas at Austin are competency-guided training materials keyed to selected critical competencies for professional supervisory personnel in school leadership positions. A series of ten packets, each dealing with one of twenty-four critical competencies, has been developed. A list of the items available in the series appears on the last page of this document. These packets were developed locally to meet the need for independent study material to supplement formal training and field experiences in a professional preparation program.

This learning packet is intended for inclusion in a learning laboratory containing packets and many other types of materials for use in independent study. The equipment necessary to use those materials, as well as work space, is provided in the Learning Lab to assist users in choosing material and working through it at their own pace. A complete directory of material in the Learning Lab at the University of Texas Department of Educational Administration has been published by the SEST Project under the title, A Directory of Competency-Guided Supervisory Training Materials for Independent Study.

The learning packets have undergone extensive evaluation and revision through the coordinated efforts of several people. Corine Martinez

served as compiler and editor of the series. SEST students and research assistants involved in packet evaluations were Gwen Carter, Patricia Griner, Laurie Hunt, Mary Miller, Pat Miller, and Eliseo Ruiz. Final revisions on the packets were made by Ellen Victory Bell, Gwen Carter, Sharon Guajardo, and Jim Sanders.

Appreciation is expressed to all those who devoted time to the development of various learning packets: Carol Clark (Giesecke), Joan DeLuca, Stuart DeLuca, Jane Duckett, Pat Miller, and Drs. Ben M. Harris, Billie Grace Herring, John D. King, Kenneth McIntyre, and Darryl R. Townsend.

The University of Texas at Austin

Ben M. Harris
John D. King
Project Co-Directors

OVERVIEW

Competency:

The supervisor can establish, promote and maintain favorable impressions of public school programs among community members by disseminating school information through the public media, by speaking to public and school groups, by conferring with parents and other interested individuals, and by meeting, as necessary, with community groups and leaders.

General Objectives:

The participant will be familiar with:

(1) the process of recruiting and maintaining favorable relations with news release outlets

(2) the technical aspects of the organization and use of several different forms of news dissemination

(3) the safeguards insuring, within reasonable limits, desired outcome in the actual "airing" of news items.

Evaluation:

As each of five subdivisions of the training packet are completed the participant will respond, using the self-scoring answer sheet provided, to the review quiz for that particular section. When all quiz items have been answered and responses scored, participant will use the narrated answers, found below the self-scoring answers, to review material and document correct responses.

DIRECTIONS

1. To help the participant focus on critical concepts within this training packet, the in-basket material has been divided into five parts. The beginning of each section is headed by a topical statement and followed by a listing of specific objectives. Begin each section by reading the front page to that section and then proceed to the section's contents. Pay particular attention to the objectives and the form and style of each document. Each document is considered significant and exemplary.

2. With the completion of each section, and before going on to the next section, answer the Review Quiz for that section. Do not write your answers on the Quiz. To record responses, use the work sheet provided for you.

3. When the five sections have been completed and all Review Quiz items have been answered, score your work sheet. Scoring instructions are included on the work sheet.

4. When the scoring has been completed use the narrated answers to review the training packet concepts and document correct responses to Review Quiz items.

SCENARIO

After five years of teaching and two years as a curriculum supervisor, you have just been appointed Coordinator of Public Information for the Concord Public Schools. Your name is Wright Lee Dunn; your immediate superior is Mr. Arthur A. Tative, Director of Community Relations for the school district.

Concord is a city of 100,000 persons in the Southwestern United States; its population is 70% Anglo-Caucasian, 15% Black, and 15% Chicano. Economically, the city is an agricultural trade center with a variety of light industries; the population is predominantly middle- and lower-middle-class. More than 60% of the population has at least a high school education, and among the 60%, nearly one-third have a college degree or more.

The city has historically shown good support for an above-average school system. However, the surge of new educational ideas during the 1960s has left the population confused and concerned; consequently, popular support for the schools has waned. The annual per-pupil expenditure remains higher than the state average by a good margin, but recent school bond referenda have passed by the narrowest of majorities. Thus the Administration, with the school board's sanction, created the post of Director of Community Relations last year and your new job this year. It is explicitly your job to rebuild community confidence in the schools.

The documents on the following pages represent a chronicle of your work.

Section I

CONTACTING THE MEDIA

Specific Objectives:

Participant will be familiar with:

1. factors influencing initial contact with the various news media (i.e. contact person, prior notification of impending newsworthy event, submission procedures for news items)

2. constraints inherent in maintaining contact with each news medium (i.e. its own peculiar needs, responsibilities, biases).

Section Contents:

(1) Interoffice Memo "Newspaper Contact," Item 1, pages 5-6
Interoffice Memo "Television Station," Item 2, pages 7-8
Interoffice Memo "Radio Station," Item 3, page 9

(2) Review Quiz items 1-2, page 10

INTEROFFICE MEMO

FROM: Wright Lee Dunn Date: September 3, 19__

TO: Arthur A. Tative, Director, Community Relations

SUBJECT: Newspaper contact

Mr. Tative,

In the past two weeks, I have managed to stock my desk with typing paper, locate the shortest route to the washroom and the snack bar, and make friends with the multilith operator in the Print Shop. Aside from these major accomplishments, I have made some progress in carrying out the work schedule we established when I was appointed.

The first order of business was to make contact with the local news media. Last Friday afternoon, I called the office of Perry Graf, City Editor of the Concord Daily Press. The first thing I learned was that Friday afternoon is a bad time to talk to Mr. Graf. He is frantically trying to put together both the Saturday and Sunday papers and most of his staff doesn't work on the weekends. Therefore, I waited until Monday to visit Mr. Graf.

I found Mr. Graf to be pleasant and cooperative, although obviously overworked. He promised to use as much of our material as he could, but he warned me that the space available in the newspaper depends entirely on how much advertising there is for any given day. He said that news releases are always welcome, and that he will try to assign a reporter to cover press conferences and other events if he is given at least 24 hours' notice (unless a school burns down or some other obviously newsworthy event occurs). Also, he said that most of their reporters double as photographers, and he doesn't like to send out a photographer "just to get a picture" unless there is a good story to go with it.

One thing Mr. Graf warned me about: the deadline for all stories is 1:00 p.m. for the evening edition and 10:00 p.m. for the next morning's edition, unless it is an earth-shaking event. He prefers to have news releases by 10:00 a.m. or 4:30 p.m. so that there is time to fit and rewrite as necessary.

Mr. Graf introduced me to his Education Editor, Miss Petunia Potter, who is also the Garden Editor. She used to be the paper's Women's News and Fashions Editor. She was also very gracious, but she told me that she doesn't have a lot of time to devote to education stories because of her three-times-a-week gardening column. However, she said she would like to do a good story, or maybe even a series of stories, about the

Item 1

decline of discipline in the Concord schools. I will try to develop a good working relationship with Miss Potter, but I have a feeling that we won't be able to count on her for much help.

Wright Lee Dunn

Wright Lee Dunn

INTEROFFICE MEMO

FROM: Wright Lee Dunn Date: September 6, 19__

TO: Arthur A. Tative, Director, Community Relations

SUBJECT: Television Station

Mr. Tative,

Well, I was at it bright and early Monday morning and made it to the television station, KLUX-TV. I met Ray Van Rantt, the Public Service and Promotions Director, who, I am happy to report, is every bit as handsome and charming as he looks on his Sunday interview show. He said there are two ways he might be able to help us. One is to schedule our spokesmen on his interview show, or on the station's "Lunchtime Ladies" show at noon on weekdays. The other way is to run "public service announcements," which are more or less unpaid commercials. However, he said that the station receives about 150 unsolicited public service announcements, or "PSA's", in the mail every week from national and statewide organizations of every sort. It is the station's policy to use only those PSA's which are thoroughly professional in design (what he called "production values") and completely non-controversial in content. He said this still leaves about 75 to 100 tapes and films a week to choose from, so he just grabs the nearest ones and throws them into the schedule for a week or two. In other words, he did not offer much hope that any PSA's we provide would get on the air.

Mr. Van Rantt introduced me to KLUX-TV's news director Mr. Doug Deapert. I'm afraid I made a poor impression on Mr. Deapert right away by asking him whether he would be able to use our "press releases." He bluntly said that he couldn't do that because a television station doesn't have a press. However, he said, he might be able to use our news releases once in a while. That's a mistake I won't make again!

Mr. Deapert said that he is able to use a very limited amount of local feature-type news in the station's 6:00 news program. How much he uses depends, of course, on how much "hard news" he has to report. His deadline is 4:00 p.m.; after that, he said, he doesn't want anyone to bother him with anything short of an invasion from Mars, because from 4 to 6 he is busy putting together the 6 o'clock program. The station also has a 10:00 p.m. news program, but Mr. Deapert said that it ordinarily consists of mostly national news and repeats of local stories from the 6 o'clock news, unless something of major importance has occurred in the meantime.

Mr. Deapert also said he would be glad to assign his reporters (who run their own film cameras) to cover a story of a news conference, provided he has at least 24 hours' notice, preferably 48 hours' notice, and provided nothing more important is happening somewhere else in town. He said that he can't assign reporters to cover routine news conferences on Tuesday mornings (when the County Commissioners meet) or Thursday afternoons (City Council meetings), and there is ordinarily only one reporter on duty over the weekends.

Wright Lee Dunn

Wright Lee Dunn

INTEROFFICE MEMO

FROM: Wright Lee Dunn Date: September 6, 19__

TO: Arthur A. Tative

SUBJECT: Radio Station

Mr. Tative,

Monday, after visiting KLUX-TV, I didn't think that I would have time to contact the radio station. I guess the days are getting longer.

I went to the radio station, KNRD, and talked to Mr. Brad Castor. Mr. Castor is the station's sales manager as well as public service director. We chatted in the control room where he was doing his two-hour afternoon stint as a disc jockey, which made our conversation somewhat disjointed--we could only talk while a record was playing. Anyway, Mr. Castor said he would use all the PSA's we could give him, provided they were professionally done on tape, recorded at 7 1/2 i.p.s. (whatever that means). He said he would be delighted to record them for us for a fee of $25 per hour. As far as news releases are concerned, he said that the station uses them sometime, but I would have to talk to the news director, Phil Enfluff. Unfortunately, Mr. Enfluff had already recorded all his news programs for the day and had left the station.

I called Mr. Enfluff the next morning and he said he would try to squeeze in our news releases when he could, but he said his news breaks are only 4 minutes and 20 seconds long, including a 30-second commercial in the middle, so he doesn't have time unless a story is "really important." I asked about scheduling reporters for news conferences, etc., but he just laughed. He did say that he's always glad to take stories over the phone, provided he can get the recorder to work.

As you suggested, I have put all of this information on index cards for my Media Contact File. I can hardly wait for my first opportunity to do a news release!

Wright Lee Dunn

Wright Lee Dunn

Section I

REVIEW QUIZ

Do not write on this page. Please record your answers on the Posttest Work Sheet, page 55.

1. The first thing Wright Lee Dunn did was to contact representatives of the local news media. Which of the following did NOT result from these contacts? (May be more than one.)

   a. Dunn became acquainted with individuals who might be called on later for favors or assistance. ____
   b. Dunn found out whom to contact with news releases and other information. ____
   c. Dunn received assurances that news releases from the school district would be well publicized. ____
   d. Dunn obtained useful information about deadlines, the form in which material should be submitted, and other matters which affect the acceptability of new releases. ____
   e. By making a good impression, Dunn ensured that unfavorable stories about the public schools would not be circulated. ____

2. Which of the following statements do you think accurately summarizes the attitudes of most of the news media people contacted by Dunn?

   a. The news media are eager to receive and publicize any information about the public schools. ____
   b. The news media have their own standards by which they judge what is "newsworthy," and those standards may not be the same as those of a public information officer. ____
   c. The news media are reluctant to use anything that comes from an "official source." ____

Answers to Section I, Review Quiz

1. a, b, d. (c) and (e) didn't happen, and they never will. No self-respecting newspaper editor, reporter, or broadcast news director will ever guarantee that his medium will publicize your stories or refuse to publicize unfavorable news.

2. (b) is correct. Most newspapers and broadcast news departments receive a daily flood of news material from local, state, and national governments, charitable organizations, lobby groups, and numberless private interests. Conscientious news people try to develop and apply a single standard of "newsworthiness" to all of these materials, since there is never enough space in a newspaper or time in a news broadcast to include everything. On the other hand, no news operation could exist without heavy reliance on "official sources."

Section II

FORMS OF NEWS DISSEMINATION

Specific Objectives:

Participant will be familiar with:

(1) the form (i.e. the "inverted pyramid" beginning with essential information followed by explanation and supplementary details) and potential use of the standard news release

(2) the methods used in organizing and conducting a news conference (i.e. preparing the announcement, background sheets and other handouts).

Section Contents:

(1) News Release "High School Shop Equipment Installed," Item 4, page 12
Interoffice Memo "News release on auto shop equipment," Item 5, page 13
News Announcement "School Superintendent to Hold News Conference," Item 6, page 14
Interoffice Memo "Dr. Wilco's News Conference," Item 7, page 15
News Information "Biographical Background: Dr. Harley Everseen," Item 8, page 16
News Information "Superintendent Presents School Budget," Item 9, pages 17-18

(2) Review Quiz items 3-10, pages 19-22

NEWS RELEASE FROM:
CONCORD PUBLIC SCHOOLS

For Further Information, Call:
Wright Lee Dunn
Community Relations Office
555-2345, ext. 21

FOR IMMEDIATE RELEASE

HIGH SCHOOL SHOP EQUIPMENT INSTALLED

An extensive, highly professional automotive diagnostic center was installed in the Concord High School auto mechanics shop, school officials reported today.

The equipment includes a dynamometer (used to simulate road conditions without actually moving the vehicle), an electronic engine analyzer, and sophisticated equipment for testing the brakes and suspension system of an automobile. The total cost of the equipment, which was obtained from a bankrupt garage in Lewisville, was $25,000.

Auto shop teacher Harry MacTruck explained that the new equipment will permit more realistic instruction. "This is the kind of gear most good garages have these days," he said. "Now I can teach the kids how to trouble-spot the way it ought to be done. Before this, some of these kids would wreck an engine before they'd figure out what was wrong with it." MacTruck added that the students' experience with the diagnostic equipment might help some of them to get better-paying jobs.

- 30 -

INTEROFFICE MEMO

FROM: Wright Lee Dunn

TO: Arthur A. Tative

SUBJECT: News release on auto shop equipment

Mr. Tative:

I'm still a little upset over the way the newspaper butchered my news release on the new auto shop equipment in the high school. You may want to compare your copy of the original release with the story as it appeared in the paper:

HIGH SCHOOL BUYS
$25,000 MACHINES

Concord High School today installed a $25,000 "diagnostic machine" in the school's auto shop. The equipment was bought from a bankrupt garage in Lewisville.

Auto shop teacher Harry MacTruck expressed pleasure with the expensive new device, but said, "Some of these kids would wreck an engine before they figure out what's wrong with it."

MacTruck also said he hopes some of his students will be able to find jobs.

As you can see, this is not what I wrote! After I saw this in this morning's paper, I called Mr. Perry Graf, the city editor. He said he didn't remember the story, but explained that most news releases have to be rewritten to fit the space available. He apologized for any "slight change of emphasis" that might have resulted.

I guess this is just something we'll have to learn to live with, and hope that in the long run enough of our point of view will emerge. Oh, well, at least the paper printed part of the story--neither the TV station nor the radio station used it at all!

Incidentally, I am working on setting up the news conference for Dr. Wilco, as you suggested. I am enclosing a draft of the announcement for you approval.

Wright Lee Dunn

Wright Lee Dunn

September 11, 19__

NEWS ANNOUNCEMENT FROM:
CONCORD PUBLIC SCHOOLS

For Further Information, Call:
Wright Lee Dunn
Community Relations Office
555-2345, ext. 21

NOT FOR RELEASE

SCHOOL SUPERINTENDENT TO HOLD
NEWS CONFERENCE

EVENT: News Conference

DATE AND TIME: September 14, 11:00 a.m.

LOCATION: School Board Auditorium, Administration Building
1111 West First Street

SUBJECT: Dr. Roger Wilco, Supt. of Schools, will present two new members of his staff and will introduce the proposed school district budget for the coming year

BACKGROUND: In this first news conference of the school year, Dr. Wilco will introduce two new members of the district's administrative staff. They are Dr. Harley Everseen, Assistant Director of Curriculum for Elementary Education, and Marge Inalia Ware, who has been appointed Coordinator of Intercultural Education.

Dr. Everseen replaces the recently retired Poxon Dewey, who directed the district's elementary school programs for 43 years. Dr. Everseen, 32 years old, recently completed his doctorate in education at Quixotic State University.

Ms. Ware brings to her newly-created post a variety of educational experiences, including four years as a teacher in Hawaii, two years as a curriculum specialist for the Bureau of Indian Affairs in Washington, D.C., and one year as a community organizer for an anti-poverty group in Chicago.

Dr. Wilco also will present a draft copy of the district budget that he will introduce to the School Board at its next regular meeting.

Copies of the budget will be provided, along with biographies of Dr. Everseen and Ms. Ware.

Item 6

INTEROFFICE MEMO

FROM: Wright Lee Dunn

TO: Arthur A. Tative

SUBJECT: Dr. Wilco's News Conference

Mr. Tative:

Thanks for your approval of the news conference announcement. I have sent copies to the newspaper, TV station, and radio station, and I will follow up with phone calls on the morning of the 14th.

In answer to your question, I picked 11:00 a.m. for strategic reasons. This is more or less a slow time of the day for the newspaper reporters, so it should be possible to get coverage from them. As for the TV people, most of them don't get to work before 10:00 in the morning (since they usually work in the evenings), so they resent being asked to get up early for a routine news conference. The radio people are a special problem, and I frankly don't expect to see them at all--it is pretty rare for a radio reporter to cover a routine news conference. On the other hand, if we don't let them know, they'll get mad.

As noted in the announcement, I will prepare hand-outs for the news people. I'm enclosing a copy of the biographical background I have written on Dr. Everseen, and I will do something similar on Ms. Ware (although I'm not sure how I'm going to account for the six months she spent in jail in Chicago!).

What would be your opinion of doing some kind of interpretive summary on the budget? I am reluctant to just release the budget itself, in raw form, for fear of what the reporters might do in the way of interpreting the figures without any explanation from us. Do you think a brief interpretation would be appropriate? Of course, if we do something like that, Dr. Wilco will have final approval.

Wright Lee Dunn

Wright Lee Dunn

Sept. 12, 19__

Item 7

NEWS INFORMATION FROM:
CONCORD PUBLIC SCHOOLS

For Further Information, Call:
Wright Lee Dunn
Community Relations Office
555-2345, ext. 21

BIOGRAPHICAL BACKGROUND: DR. HARLEY EVERSEEN

Dr. Everseen is Assistant Director of Curriculum for Elementary Education. He was appointed to this position by the School Board on August 1, 19__.

Dr. Everseen was born July 15, 1942, in Spokane, Washington. He attended the public schools in Spokane and graduated from Spokane's Monroe High School. He received his Bachelor of Science in Education from Western Washington State College, Bellingham, Washington, in June, 1964.

He served two years in the U.S. Army at Fort Riley, Kansas, where he was trained as a military communications specialist.

He subsequently accepted a teaching position with the Dallas, Texas, public schools, where he taught high school geography and history for three years. During this time, he began work on his mater's degree in education at Quixotic State University, completing the degree in 1969. He then was employed as curriculum supervisor for secondary social studies in Plainland, Texas. He continued his studies at Quixotic State toward his doctorate in education, which he completed in June of this year.

Dr. Everseen and his wife, Betty, have three children: Mike, age 8; Donald, age 5; and Julie, age 2. Mrs. Everseen is a registered nurse and has recently accepted a position with the Concord City Health Department.

NEWS INF

Mr. Tative:
Here's what I have in mind for the
budget analysis we discussed yesterday.

WLD

FOR BACKGROUND USE

SUPERINTENDENT PRESENTS SCHOOL BUDGET

Concord Public Schools Superintendent Roger Wilco, Ph.D., publicly presented the school district's budget for the coming year, as it will be introduced to the School Board at their next regular meeting.

According to Dr. Wilco, the budget represents "no major changes from last year." It is, he said, "Pretty much a stand-pat budget, with few requests for any major new expenditures. We do not believe that the tax revenues we can anticipate this year will be sufficient to cover our drastically increasing costs and still leave enough for any large-scale expansion."

An examination of the budget shows that the district's expenses for supplies, including textbooks, food service supplies, and maintenance supplies, have risen some 32% over last year. Some additional growth is expected next year, due entirely to price rises, but the rate of growth should be only about 12%. The district's fuel costs, for heating and air conditioning, have risen even more: some 37%, according to Dr. Wilco. He said that the actual consumption of fuel has been reduced by 7.5%, through what he termed "drastic conservation measures."

The new budget shows a substantial increase in salaries for professional personnel, including teachers and administrative staff, but

BACKGROUND INFORMATION:
SCHOOL DISTRICT BUDGET

Dr. Wilco explained, "These increases are due entirely to the teacher pay raise granted by the State Legislature earlier this year. The funds for this increase are provided by the State under its School Maintenance Fund. The only increases out of local funds are those for new positions." He said that the district has added 12 new teacher positions this year and two administrative positions, including the post of Coordinator of Intercultural Education.

Capital funds are provided under the proposed budget for one new school, Mayhem Junior High School, and the addition of a six-room wing to Placid Valley Elementary School, which last year had 925 students in a building designed for 650.

- 30 -

Section II

REVIEW QUIZ

Do not write on this page. Please record your answers on the Posttest Work Sheet, page 55.

3. Study the news release Dunn wrote about the high school shop equipment. There are five distinct elements in this release. Which of the following is NOT one of the five elements?

   a. Identification of source ____
   b. Information reference ____
   c. Release date request ____
   d. Instructions to the printer ____
   e. Headline ____
   f. Body of story ____

4. Dunn wrote the news release in standard newspaper style, which is known as the "inverted pyramid": the most essential information is contained in the first paragraph, with further explanation in the following paragraphs and supplementary details in the last paragraph. Which of the following statements best explains why this is done?

   a. To capture the reader's attention and pique interest. ____
   b. To be sure that all of the important information is included and not accidentally left out by the writer. ____
   c. To enable the newspaper editor to fit the story to the available space by merely chopping off as many of the "bottom" paragraphs as necessary. ____
   d. To impress the editor with the importance of the story in the first paragraph. ____

5. Dunn was upset by the way the news release was rewritten. What conclusions would you draw from this incident?

   a. A carefully-written news release is a waste of time. ____
   b. The news media are unalterably biased and will do everything they can to sabotage you. ____
   c. A strongly-worded complaint to an editor will ensure that your news releases will be treated properly in the future. ____
   d. There's just no guarantee that what you write will be published the way you intended it. ____

6. Which of the following are the main differences between the news release about the shop equipment and the news announcement about Dr. Wilco's news conference?

   a. The release is a story, intended to be published as such; the announcement is not written as a story. ____
   b. The announcement is labeled "NOT FOR RELEASE." ____

c. The announcement contains essential information in outline form, followed by details in narrative form (which, incidentally, could be used by a reporter as part of his story). ____

d. The announcement is more important and therefore more likely to be published as "newsworthy." ____

7. Before the news conference, Dunn wonders whether it would be worthwhile to write up a budget summary. What do you think?

a. No. It's up to the reporters to interpret the raw material as best they can. ____

b. Yes. Providing the information in summary form allows the public information officer to present the "best side" of the story. ____

c. No. The less said about the budget, the better--and giving out a summary would just encourage the reporters to dwell on it. ____

d. Yes. The more handouts you give a reporter, the more likely that your story will be told the way you want it told. ____

e. No. Good reporters will resent the summary because they will see it as an effort to manipulate the news. ____

8. The "background sheet" on Dr. Everseen is written in narrative form, similar to a news release except that it is <u>not</u> in the "inverted pyramid" form. Why not?

a. It can't be written in an inverted pyramid because all of the information is equally important. ____

b. It isn't intended to be published as a separate story but rather to be incorporated into the reporter's story of the news conference. ____

c. The inverted pyramid is used only for fresh news; Dr. Everseen's biography isn't exactly fresh. ____

d. There's no need to bother with the inverted pyramid since this story isn't likely to be published anyway. ____

9. On the other hand, the "background sheet" about the budget <u>is</u> written in the inverted pyramid form. Why?

a. If a reporter does nothing else, at least he might turn in this story for publication as written. ____

b. The budget story is obviously more newsworthy than Dr. Everseen's appointment, and thus more likely to be published. ____

c. It's easier to present interpretive material in the inverted pyramid form than it is background information such as a person's biography. ____

10. Notice that each page of a news release, announcement, or background story ends either with (MORE) or with --30-- (which means "the end"). Why?

    a. To demonstrate that the public information officer is familiar with journalistic practice. _____
    b. *To help keep the pages from being separated while being* handled by reporters, editors, typesetters, etc. _____

Answers to Section II, Review Quiz

3. (d) is not one of the five elements of a news release; the writer of a news release doesn't give instructions to the printer. However, the release-writer should leave ample space between the headings and the headline for the editor to pencil in his instructions to the typesetter. About four or five double-space lines should be adequate.

4. The best answer is (c), The writer of a news release must understand that in many instances the editor will not publish the entire story, either because he doesn't have enough space or because he doesn't think the story is that newsworthy. If he has to rewrite the story to shorten it, he may decide not to bother. If the story is written in the "inverted pyramid"--as virtually all newspaper stories are written--he can shorten it much more easily. (Note, however, that in this instance the editor decided to have the story rewritten so that he could include the quotations from the shop teacher. This was a decision on his part as to which elements of the story would be most interesting to his readers.)

5. (d) is the sad truth. Any public information person who reaches conclusion (a) ought to look for another line of work. Conclusion (b) may seem self-evident to some people who have had bad experiences with the news media, but in reality the news people are just trying to do their job as best they can. As for (c), when you complain to a newspaper editor or news director, you are in effect questioning either his competence or his integrity. You may have a hard time getting him to use your stories at all in the future. The best advice is to grin and bear it.

6. The best answer is (c), although (a) and (b) are also true. The news announcement isn't intended to be published, and that's why it is labeled "NOT FOR RELEASE." It is intended merely to inform the news media of the event. However, the "background" portion of the announcement is written in such a way that it could be published or used as a broadcast news story. It also could be easily rewritten as a report of the event. It isn't unusual for a newspaper, if none of their reporters can cover an event, to use the announcement itself as their report.

7. You can think whatever you like, but I think the best answer is (b). It is specifically the public information person's job to present the school district's "best side," and providing information in summary form is a good way to do it. It also makes your relationship with the reporters and editors a lot easier: they appreciate your effort to make their job easier. Of course, there's absolutely no guarantee that they'll use your summary the way you write it.

8. The answer is (b) here. A background sheet of this sort serves only to convey the specific information that the reporters need when they write their story about the news conference. The background sheet also can be helpful to the reporters in framing questions for an interview.

9. In this case, the budget summary isn't really a background sheet at all--it's a slightly-disguised news release. Ordinarily, you don't hand out a news release at a news conference: if you've already written the story, why bother to call in the reporters? On the other hand, you have to be realistic: the reporters may not show up, or they may not get the story written before their deadline, or they may even be too lazy to write their story. In any of these cases, there's a chance that the "background sheet," written in story form, will be published intact--which wouldn't be so bad. (a) is therefore the correct answer.

10. (b), of course. Incidentally, the use of —30— to indicate the end of the story is an ancient tradition in printing and journalism, but it is a tradition that is still alive. Why "30" and not "10" or "29" or some other number? I dunno.

Section III

A SPECIAL CASE--THE TELEVISION INTERVIEW

Specific Objectives:

Participant will be familiar with:

(1) the design and function of an interview run-down (i.e., controlled interview content)

(2) the methods commonly used in insuring predictability of interview outcome (i.e., reviewing material with the interviewee, being familiar with the interviewer's style).

Section Contents:

(1) Interoffice Memo "TV Appearance of Dr. Everseen," Item 10, page 24
Interview Run-Down "New Directions in Concord's Elementary Schools," Item 11, pages 25-26
Interoffice Memo "Dr. Everseen's TV Appearance," Item 12, page 27

(2) Review Quiz items 11-12, pages 28-29

INTEROFFICE MEMO

FROM: Wright Lee Dunn September 15, 19__

TO: Arthur A. Tative

SUBJECT: TV Appearance of Dr. Everseen

Art:

As a result of yesterday's news conference, Ray Van Rantt of KLUX-TV wants to do an interview show with Dr. Harley Everseen. I've already talked to Dr. Everseen and he is enthusiastic. (I wish you could have been at the news conference! Harly was a real hit with the reporters, answering their questions in a candid, witty, and very articulate manner. He almost--but not quite!--stole the spotlight from Dr. Wilco. That's why the newspaper devoted about twice as much space to him as they did to Ms. Ware, who was sullen and abrupt. I think Harley has the makings of a real PR "star"!)

I talked to Mr. Van Rantt by telephone this morning. He wants to schedule Harley for his program on Sunday, Sept. 16; the program will be videotaped at the KLUX studio the previous Tuesday afternoon. Later, Harley may do a "Lunchtime Ladies" show, too. The topic for the Van Rantt interview will be "New Directions for Concord Elementary Schools." I am attaching the interview run-down, although naturally Van Rantt will be free to deviate from my suggestions and can ask whatever questions he wants. I have already checked the run-down with Harley (in fact, I consulted with him on the questions and answers), and he approves.

By the way, thanks for the kind words on the news conference. I thought it went pretty well. I finally found out who that obnoxious reporter was who kept asking "How much of the taxpayer's money are you wasting on such-and-such?" He's a reporter for the Lewisville Bastion. I don't know how he even found out about the news conference. I certainly didn't send him an invitation!!!

Wright Lee Dunn

Wright Lee Dunn

INTERVIEW RUN-DOWN

GUEST: Dr. Harley Everseen, Assistant Director of Curriculum for Elementary Education, Concord Public Schools

PROPOSED SUBJECT: New Directions in Concord's Elementary Schools

SUGGESTED QUESTIONS AND ANSWERS:

1. Dr. Everseen, can you tell us a little about your personal background and the experience you bring to your new job?

(Probable answer: Born and reared in Spokane, Washington; taught high school geography and history in Dallas, later was curriculum supervisor for high school social studies in Plainland. Has Master's in education and Ph.D. in educational administration from Quixotic State University.)

2. We've always been proud of the quality of education in our schools. Based on your experience, how would you assess our elementary program?

(Probable answer: Have had limited opportunity to observe the program in the past couple of weeks, but what I've seen looks pretty good. Impressed with the quality of most school facilities, except the two older schools, Backtrack Elementary and Wrongside Elementary. Teachers seem to be dedicated, enthusiastic, and highly professional in their attitudes. Impressed by the fact that average teacher age is 35, average length of service 8 years; this suggests teachers are neither too young and inexperienced nor too old and set in their ways. Sees a good, strong potential for continued progress.)

3. Along the same lines, what is your opinion of the so-called "ability-grouping" program in the elementary schools? Some people say it is out-of-date, while others say that is is very innovative and progressive.

(Probable answer: Don't agree that it is "innovative," since it has been in use in the Concord schools since 1954. Actually, the "ability-grouping" system used in Concord is a variation of what educators call "tracking," by which some students are assigned to a "fast track" and others to a "slow track" or an "average track" according to their performance on certain standardized tests. However, many districts with experience in this system are now abandoning it, and there is some research that indicates it is not as effective as was once thought. Most of the schools in the United States are now moving rapidly into a more individualized approach to education, particularly in the elementary grades, with less emphasis on categorizing children and sticking them into this group or that.)

4. Then do you see some radical changes ahead in our schools?

(Probable answer: Not radical change, but certainly some evolutionary change. Concord has a reputation for being progressive and innovative--that's one reason I was eager to come here. With the outstanding teachers and administrators we have, I see no reason that our schools won't continue to provide the best possible education for all our children, and that means that we must continually adapt and implement sound, constructive new methods of teaching.)

5. What particular changes do you envision?

(Probable answer: Again, I want to stress that there will be no overnight revolution. But during this coming year, we hope that two or three of the elementary schools can begin to move into an "open education" program, using team teaching and a nongraded approach to individualized instruction. Really, this is very much an extension and refinement of the "ability-grouping" approach that has worked so well in our schools for the past twenty years.)

6. How do you feel about discipline in the classroom?

(Probable answer: That's like asking someone, "How do you feel about food?" or "How do you feel about breathing?" Of course, there has to be some reasonable level of order and discipline in every classroom, or teaching--and learning--are impossible. But that doesn't mean an autocratic, oppressive atmosphere in which every kid has to sit perfectly erect with both feet flat on the floor six hours a day. We've learned a lot about how children learn under different circumstances, and, really, it's amazing how well children can learn and can concentrate in what appears to be a disorderly, distracting environment. In a lot of ways, it's the teacher, not the children, who has trouble concentrating in a noisy, active place.)

IF TIME PERMITS, ADDITIONAL AREAS THAT MIGHT BE EXPLORED:

--Are the taxpayers really getting their money's worth from our schools today?

--What do you think of some of the new curricula people are talking about, such as "career education" or "visual literacy"?

--What went wrong with some of the new curricula that were introduced over the past ten to fifteen years, such as "new math?"

--Are you in favor of putting sixth grade students into junior high?

INTEROFFICE MEMO

FROM: Wright Lee Dunn September 19, 19__

TO: Arthur A. Tative

SUBJECT: Dr. Everseen's TV appearance

Mr. Tative:

I am asking all my friends NOT to watch Ray Van Rantt's interview program next Sunday.

I spent most of yesterday afternoon with Harley Everseen, preparing him for the videotaping, which was at 3:30 p.m. We went over the interview run-down I prepared a couple of times so that Harley would be familiar with the questions we expected Mr. Van Rantt to ask. We tried to do everything we could to make Harley feel comfortable about the whole thing; he even went home and changed into another suit and shirt (the one he had had on was a checked sports jacket that the TV people said would look pretty "loud" and flashy on TV, and they also suggested a light blue or yellow shirt rather than white).

Unfortunately, after the interview actually got started, Mr. Van Rantt virtually threw away the run-down I prepared and started asking a bunch of questions of his own. Harley, of course, wasn't prepared for this, although I thought he handled himself pretty well. As an example of the questions Mr. Van Rantt threw at him, I remember vividly, "Don't you think it's time our teachers got back to teaching the fundamental Three R's?" Another one was, "How in heaven's name do you expect anyone to make any sense out of this kind of report card?"

After the taping, Mr. Van Rantt actually had the nerve to thank me for preparing the run-down, and said he would like to use it when he interviews Harley for the "Lunchtime Ladies" show! He said on his Sunday show he tries to be more "incisive and investigative" in his approach. Personally, I have another word for it. Anyway, we have made no commitment for the noon show, but I suppose we'll have to do it sooner or later. I don't know whether I can talk Harley into it or not; he was awfully upset.

Oh, well, there's some consolation in the fact that Mr. Van Rantt's show comes on at 10:30 Sunday morning, and I don't suppose very many people will be watching.

I have begun work on the format for the newsletter you suggested and will let you know what I come up with.

Wright Lee Dunn

Wright Lee Dunn

Item 12

Section III

REVIEW QUIZ

Do not write on this page. Please record your answers on the Posttest Work Sheet, page 55.

11. What is the principal purpose of the "interview run-down" prepared by Dunn for Dr. Everseen's TV appearance?

    a. To provide some guidance for the interviewer, who may know nothing at all about the interviewee or the subjects to be discussed. _____
    b. To help the interviewee prepare for his appearance by rehearsing his answers. _____
    c. To ensure that the interview will cover only the subjects that the public information officer wants covered. _____
    d. To keep the interviewer from wasting time by going into areas that the interviewee knows nothing about. _____
    e. To keep the discussion lively by making sure that the interviewer always has another question to ask, and therefore doesn't falter. _____

12. The TV appearance was pretty much a disaster, at least from Dunn's point of view. How might this unpleasant incident have been avoided?

    a. By preparing Dr. Everseen for anything that the interviewer might conceivably have asked. _____
    b. By asking the interviewer in advance exactly what questions he intended to ask. _____
    c. By coming to a clearer understanding with the interviewer of the subjects that would be covered. _____
    d. By not permitting school officials to appear on such shows where they might be embarrassed. _____
    e. By insisting that the interviewer follow the run-down, or, better yet, a script. _____
    f. By watching the interviewer's show a few times to get a better idea of what kinds of questions he likes to ask, what areas he covers, etc. _____

Answers to Section III, Review Quiz

11. The principal purpose is (a). An interview is always a tickish proposition, since there is no way in the world that the public information person can guarantee that the interviewer will stick to the subjects that the interviewee is prepared to discuss. The best that can be done is to provide a well-thought-out "run-down" and hope for the best. (It's called a "run-down" because the interviewer, if he is so inclined, can merely "run down" the list of questions provided.)

12. None of these solutions are very good ones; of them all, perhaps (f) is the best. Had Wright Lee Dunn watched Van Rantt's show a few times, Dunn might have realized that Van Rantt considered himself an aggressive, investigative interviewer, and therefore would ask a bunch of hostile (although pointless) questions. In fact, Dunn might have thought twice about subjecting Dr. Everseen to this nonsense. Suggestion (b) is impractical since the interviewer may not prepare his questions far enough in advance to do any good, and suggestion (c) might not always be possible--especially in the case of the Van Rantt type, who would regard suggestion (c) as an intrusion on his journalistic integrity. Suggestions (a), (d), and (e) are quite impossible.

Section IV

USE OF PUBLICATIONS FOR PUBLIC INFORMATION

Specific Objectives:

Participant will be familiar with:

(1) the purposes (and difficulties) for publishing a newsletter

(2) the steps necessary to publish a newsletter (writing a rationale and budget prospectus, establishing a policy on form and content, methods of dissemination)

(3) the alternate forms of news dissemination (booklets, pamphlets).

Section Contents:

(1) Interoffice Memo "Proposed Newsletter," Item 13, page 31
Prospectus "Concord Public School News," Item 14, pages 32-35
Interoffice Memo "Newsletter Plans," Item 15, page 36
"Concord Public School News, Guidelines for Writers," Item 16, page 37
Interoffice Memo "Concord Public School News #1, Item 17, page 38
Unsolicited Writing "Life," Item 18, page 39
"The final Death Throes of Liberalism," Item 19, pages 40-41
Attached memo for "December Public School News," Item 20, page 42
"Concord Public School News, December, 19__," Item 21, pages 43-44
Interoffice Memo "Upcoming Projects," Item 22, page 45
Attached memo for pamphlet on career education, Item 23, page 46
Mock-up "Learning About Careers," Item 24, page 47

(2) Review Quiz items 13-18, pages 48-50

INTEROFFICE MEMO

FROM: Wright Lee Dunn September 27, 19__

TO: Arthur A. Tative

SUBJECT: Proposed Newsletter

Art:

I'm attaching the proposal I have worked up for the newsletter you and I discussed last week. This proposal includes a rationale and background.

I've learned far more about printing and publishing in the past few days than I ever wanted to know!

Wright Lee Dunn

Wright Lee Dunn

PROSPECTUS

CONCORD PUBLIC SCHOOLS NEWS

prepared by: W. L. Dunn
September 25, 19__

RATIONALE:

As a part of the Concord Public School District's continuing commitment to keep the public informed of recent and prospective events in the district's schools and administration, it is proposed that the district publish a quarterly newsletter.

The newsletter would serve two primary functions: as a vehicle for the dissemination of news and information to the public, and as an internal medium of communication between the administration and the teachers. With respect to the former function, the newsletter should help to "bridge the gap" between the numerous interesting, positive accomplishments and plans of the district and the relatively small amount of information that can be channeled through the local news media: thus the newsletter should help to create a wider understanding of, and support for, the district's policies and programs. In the latter function, the newsletter also should help to keep all members of the district staff better informed of important events, policies, and plans; this should have the effect of promoting greater cooperation, higher morale, and a sense of common mission among the district's teachers and other employees.

IMPLEMENTATION:

The proposed newsletter is to be edited and prepared by the Community Relations Office, with the assistance of other members of the district staff. No new personnel will be required.

There are three options for the actual publication of the newsletter, depending upon the quality and appearance desired and the circulation desired. The newsletter can be mimeographed in the School Administration Building's reproduction room; it can be printed by multilith in the high school print shop; or it can be printed by rotary offset press on a contract basis by the Typo Printing Company of Concord. Cost estimates and other criteria for each option are detailed below.

Proposed titles for the newsletter are as follows:

THE CONCORD SCHOOL BOOK
CONCORD PUBLIC SCHOOL NEWS
CONCORD SCHOOLETTER
CONCORD COMMUNICATOR

PUBLICATION OPTIONS:

Mimeograph: If the newsletter is mimeographed, the only direct cost would be for mimeo paper, which presently costs the district $2.85 per ream (500 sheets). The newsletter would have to be designed for 8-1/2 × 11-inch paper; it could be printed on both sides, but with considerable wastage since the mimeo process is not terribly efficient for two-side printing. Since the district does not have a photographic mimeo stencil maker, we would not be able to use pictures other than line drawings. The overall appearance of the newsletter would be somewhat amateurish. Again, because of the limitations of the mimeo process, it would be difficult to print more than 10,000 copies: actually, since the mimeo machine is in almost constant use, it would be unfeasible to print more than 5,000 copies at a time. Almost 1,000 of these copies would be needed to provide one copy to each member of the district staff (teachers, administration, and nonprofessional). The remaining 4,000 copies might be circulated to the community by placing them in the Concord Public Library's five branches. Direct distribution to the pupils' families would not be possible since there would not be enough copies.

Multilith: The high school print shop has the capability to print the newsletter on the multilith press. This is a type of offset printing press using nonmetallic printing "plates." According to the print shop teacher, Mr. Galley, this is the only press in the shop that works well enough to handle this kind of job. Again, the only cost would be for the paper, which would be 17 × 11-inch No. 2 offset paper (folded in half to form 8-1/2 × 11-inch pages). He could not give me a definite cost for the paper since he said the price keeps going up, but he estimated that 10,000 copies could be printed for around $100, assuming that each copy would be only four pages (one sheet). The appearance would be considerably better than a mimeographed newsletter, and photographs could be used as well as line drawings; however, we would be dependent on the skill and carefulness of the students, some of whom, Mr. Galley said, have no previous experience. The 10,000 copies would permit circulation to all district personnel and roughly 50 percent of the pupils' parents. This might be accomplished by distributing copies to all PTA members, as well as distribution via the public libraries.

Offset Printing: This would be certainly the most expensive option. Mrs. Neva Typo, proprietress of the Typo Printing Company, said she would undertake to print a four-page newsletter (same size and arrangement as the multilith version), 15,000 copies, for $250 per issue plus the cost of typesetting, plus $5 for each photograph used. The typesetting could be done by Typo Printing Co. in "cold type" (that is, a special typewriter used for this purpose) for $3 per ten-inch column, or we could send it to the Wrongfont Typesetters

in Lewisville; their charge is 35¢ per square inch, or about $7 per ten-inchcolumn. The difference between the two typesetting processes is that the Wrongfont Co. has a much greater selection of type styles available, and could do a more professional-looking job. Also, the Wrongfont Co. probably could do the work more quickly; Mrs. Typo said she would want at least three days to set the type for our four-page newsletter.

The charge for photographs would cover the costs of making "half-tone negatives"--in other words, converting the continuous tones of a normal photograph into the pattern of dots, or 'half-tone,' that the printing process requires.

Unquestionably, the newsletter's appearance would be far superior if we accept Mrs. Typo's offer, and I understand that her price is eminently reasonable. The 15,000 copies would permit distribution to every staff member, every parent (taking into account multipupil families), and perhaps a couple of thousand copies left over for distribution to the general public, again perhaps via the public libraries.

AVAILABILITY OF NEWS MATERIAL:

There is no lack of material that could go into the proposed newsletter. Every school in Concord is engaged in some kind of innovative programs that are inherently newsworthy; in addition, there are always announcements of various kinds from the district administration.

The real difficulty is to get this material in written form. The Coordinator of Public Information cannot do this work alone. Implementation of the newsletter will require the cooperation of a number of people. Fortunately, assurances have already been given that this cooperation will be forthcoming:

* The Superintendent, Dr. Wilco, has agreed to provide a "brief" column for each issue, containing his views and commentary
* The Director of Community Relations, Mr. Tative, also has agreed to write at least one story for each issue
* The journalism teachers for the high school (Ms. Lotta Scrivels) and the junior high (Mr. Paul Litzer) have offered to accept one or two story assignments for each issue
* The PTA Publicity Chairman for each school have indicated their willingness to contribute occasional articles
* Several of the elementary teachers have volunteered to write stories and/or to accept specific story assignments

With this kind of cooperation, it should be possible to produce at least a four-page newsletter on a quarterly basis. The Coordinator

of Public Information will assume full responsibility for editing the newsletter, including the assignment of specific stories about events known in advance. Secretarial assistance is available in the Office of Community Relations.

BUDGET:

Again, the only cost will be the cost of printing, since no new personnel, equipment, or facilities will be necessary. The estimated annual cost, under each option, is shown below:

Mimeographed newsletter:

5,000 copies, 2 sheets, 4 issues, plus incidental expenses	$250.00

Multilithed newsletter:

10,000 copies, 4 issues, plus incidentals	$425.00

Offset printed newsletter:

15,000 copies, 4 issues	$1,000.00	
Typesetting, $24 per issue ×4	96.00	
Half-tones, $10 per issue × 4	40.00	
		$1,136.00

APPROVAL REQUIRED:

Since the publication of the proposed newsletter represents a significant effort to communicate with the public, all copy for every issue will be approved by the Superintendent in advance.

Wright Lee Dunn
Coordinator of Public Information

INTEROFFICE MEMO

FROM: Wright Lee Dunn October 6, 19__

TO: Arthur A. Tative

SUBJECT: Newsletter Plans

Art:

Let me thank you again for your support of my newsletter prospectus. I truly believe that what you said about "building bridges to the entire community" helped to sell the concept to the School Board. Naturally, I'm a little disappointed that Option #3 (having the newsletter printed by Typo) was rejected, but I think I can work well enough with Mr. Galley and his students to turn out an acceptable product.

I am now planning Volume 1, Number 1 of the "Concord Public School News," which will be published December 1st. This may seem a little early to be working on the December issue, but when you stop and think, that gives us about one month to collect the material, then a week to do the editing and preparation, and another week to get the printing done. I think that's a realistic schedule.

For your approval, here are the proposed contents of the December issue:

"Top Deck"---Dr. Wilco's column (his suggested title)

High school Christmas chorale--WLD

Christmas decorations in elementary schools--PTA's

New special education program--AAT (Will you write this one for me, please?)

Christmases in other lands--L. Scrivels (interview with Marge Ware)

Other stories, depending on events between now and middle of November, to be written by P. Litzer and others; I hope we'll have some "unsolicited submissions," too. I plan to circulate the attached Guidelines in hopes of encouraging teachers to submit stories.

Wish me luck!

Wright Lee Dunn

Wright Lee Dunn

Item 15

CONCORD PUBLIC SCHOOLS NEWS

GUIDELINES FOR WRITERS

1. Anyone may submit stories or story ideas for the Newsletter. This includes teachers, nonteaching personnel, students, and members of the community. We encourage and welcome unsolicited submissions. Unused articles will be returned to their authors.

2. Stories for the Newsletter may be on any theme concerning the Concord Public Schools, including events, policies, and plans. We hope to include at least one article in each issue about an interesting personality in the school district--someone with an interesting and unusual background, accomplishments, hobbies, etc.

3. Editorial opinion articles can be accepted only from the Superintendent and the editors. We regret that the purpose of the Newsletter precludes its use as a general forum for individual points of view.

4. Please submit all articles in typewritten form, preferably double-spaced, on one side only of white bond paper. This policy is intended to preserve the editor's eyesight and sanity.

5. The editor reserves the right to reject any article which does not appear to be suitable for the Newsletter. Further, the editor reserves the right to edit any article to fit the space available, and to correct grammatical or stylistic errors; in such cases, the editor will make a conscientious effort to consult with the author and to preserve the author's intentions.

6. Photographs are not only acceptable, they are highly desirable. However, photos should be good, clear black-and-white glossy prints, preferably 8 ×10 inches; identifying information should be typed on a separate sheet of paper taped to the back of the print. We regret that color prints, slides, and Polaroid pictures cannot be used.

For additional information, suggestions, and to submit story ideas or completed stories, please call Wright Lee Dunn, Coordinator of Public Information, at 555-2345, extension 21.

INTEROFFICE MEMO

FROM: Wright Lee Dunn November 21, 19__

TO: Arthur A. Tative

SUBJECT: Concord Public Schools News #1

Art:

Help!

The deadline for the first issue is Monday and so far all I have is your story (thank you very much) and the column I wrote for Dr. Wilco which he has not yet approved! (As I told you, when I asked him to write it, he suggested that I write something for him, so I did--three weeks ago!)

I can't do the high school chorale story because Harmon Ickord, the music teacher, has closed all rehearsals to the public, and the chorale concert won't be until two weeks from next Wednesday. And Lotta Scrivels says she "just won't have time" to do the interview story with Marge Inalia Ware, so that kills that idea. As for the PTA publicity chairmen (they were supposed to do something on Christmas decorations in the elementary schools), they're all "too busy" or have some other excuse.

There were a couple of unsolicited submissions, and in keeping with the policy of sharing the blame for everything, I attach them for your comment. Personally, I have no intention of using either one. The poem arrived in the school mail with no name or return address. The "essay" is by Joe Metry, the chairman of the high school math department, and he literally dared me to print it! As he put it, "This will test whether you really believe in freedom of the press."

What am I going to do??

Wright Lee Dunn

Wright Lee Dunn

Item 17

Life

Down

Down, down for everything.
That's the way life is

Believe it or not,
Because I ~~do~~ know.
I have been there

Down.
Down, down for Everything
And that's all you need to
know
about
Life

THE FINAL DEATH THROES OF LIBERALISM

By Joseph Metry, B.S., M.S.Ed.
Chairman, Department of Mathematics
Concord Memorial High School

Anyone who is even faintly aware of the reality of the way things are going in the World these days must be equally shocked and dismayed by the way things are going.

It isn't enough that the college riots of the Stupid Sixties have finally proven to be utterly fruitless and a gross waste of talent. No. The truth is that the Huns and the Vandals have taken over the World.

Look around you. Open your eyes and you will see that this is where it really IS.

Did you know that people spent more money for BEER and BOOZE last year than they did for EDUCATION? Obviously, if that's what people expect out of life, that's all they're going to get.

Any truly objective observer would have to agree with the observation that, generally speaking, we can't expect much help from the kids. The damn brats just aren't going to contribute. They are selfish, self-centered, spoiled rotten by their boozy, self-indulgent parents in a materialistic culture that has become increasingly dominated by the Boob Toob and Madison Avenue. They care more about fancy cars than they do about the real things of life, such as intellectual endeavor.

No, the next generation will be just as much a failure as the last. It is up to those of us, however few there may be, who still have Faith in the Future and a clear sense of the direction in which we must move. Or the Huns and the Vandals will have it all!

It's time to Wake Up and Look Around!!! The world isn't going to get any better until we put a stop to all this nonsense. People must know and understand that there is only 1 way to solve this horrible mess we have got into. Science alone will not help us, or all the screaming and fussing about environment unless somebody really does something. It's like the weather. If you won't do it, WHO WILL? Not somebody you WANT to do it, I can bet.

The first step is clear. The real power to change the future lies where? In our schools, that's where!!! We who have dedicated our entire lives and careers to the education of our young people know that this is where we must begin to create the new future as we say. But we can't succeed as long as certain ADMINISTRATORS (who shall remain nameless)

and most SCHOOL BOARD MEMBERS kowtow to an ignorant public opinion. They would rather get reelected again instead of caring about what goes into young people's heads. Well, we care!!!

It is time for those of us who are ready, those of us who know what is really happening in the world, those of us who do not want the HUNS and VANDALS to take over, to see that this just does not happen! And that means we must seize the opportunity to control our own destiny!

YOU HAVE NOTHING TO LOSE BUT YOUR CHAINS!!!!

THE END

December 8, 19__

ART: Here's the paste-up of the December Public School News for your final OK. All copy has been cleared with Dr. Wilco. I think the high school kids did a pretty fair job, don't you? Mr. Galley was a great help. If we get this back to him tomorrow morning without too many corrections, he should be able to get it run in a couple of days. And we can distribute next Monday.

I discovered a neat way to do the headlines, masthead, etc. It's called "transfer letters." The letters come on sheets of adhesive-backed paper, each sheet containing the alphabet repeated several times in a given type style and size. The sheets are fairly expensive but very easy to use--you just position the sheet so that the letter is where you want it on the copy paper below, then rub down on the letter until it transfers to the copy paper. It only took me a couple of hours to do all the headlines and so on for this issue, and I also taught Penny, my secretary, how to do it.

Concord Public School News

DECEMBER, 19--
VOL. I, NO. 1

PUBLISHED BY CONCORD PUBLIC SCHOOLS

TOP DECK

by Dr. Roger Wilco, Supt. of Schools

Welcome to the first issue of the Concord Public School News. In this and coming issues, I hope you ill gain a deeper and fuller appreciation of our school system.

In this first column, which will be a regular feature of the Public School News, I would lik to express my thanks, as Superintednnet of Schools, for the work done by all of our PTAs.

These organizations, purely voluntary in nature, have become an essential part of our public schools through the enormous contribution they make. I am thinking not so much of the financial contribution (although, undeniably, without he PTA, many of our schools woul not have the audiovisual equipment and other small luxuries that make school so much more pleasant). Rather, I mean the conrtibution to our school spirit and our sense of real commuinty.

So, to all the members and the hard-wkoring officers of all our PTAs, I say thanks, and to the whole community, I say, "Merry Christmas!".

Chorale Concert Set

by A. Tative

As the Holiday Season approaches, a familiar sound can be heard every morning in the halls of Concord Memorial High. It's the sound of the Concord High School Chorale, rehearsing the annual Christmas Concert --one of the high spots of every holiday season.

Although Chorale Director Harmon Ickord, who is also the high school vocal music teacher insists on rehearsing "behind closed doors" to, as he puts it, "minimize distractions," anyone in the high school between 8:30 and 10:30 each morning can hear the loveyl sounds of young voices wafting on the air.

And all of us who recall last year's Christmas Concert will surely be looking forward to this year's renewal of one of Concord Memorial High's finest traditions. So mark your calendar with the date of the Annual Christmas Concert: December 9.

Chorale Director Ickord

HOLIDAY SCHEDULE

Schools close Dec. 21
Schools open Jan. 3

SPECIAL EVENTS:

Christmas Chorale...
.....December 9
High School Gym
8:30 p.m.

Jr. Class Party.....
.....December 18
High School Gym
8:00 p.m.

Concord Jr. High Holiday Festival...
.....December 19
Jr. High Gym
8:00 p.m.

Special Education Students Rejoining 'Mainstream'

by Art Tative

Special education is a problem for every public school. Special education students need a great deal of indiviudal attention, and in some cases special equipment, which the average child does not require. In the past, most public schools have solved this problem by placing their special education children in their own classrooms, separate from the other children.

Unfortunately, there are major drawbacks to this procedure: the special education children inevitably feel isolated and discriminated against. Children who are pyhsically, mentally or emotionally handicapped to some degree still have feelings and are sensitive to the attitudes of those around them. "Segregation" of special education children can be as damaging as the segregation of children on the basis of race, sex, or national origin.

Modern schools, recognizing this problem, have begun to find ways to return the special education child to the regular classroom. This process is called "mainstreaming," and the Concord Public Schools are launching a new program this year with this objective.

Twenty of the 24 children in the special education class at Pleasant Valley Eleemntary School now spend about half of each day in regular classrooms with other children their own age. The rest of the time is spent in the special education class, where they can receive the extra attention and specialized services they need.

Similar programs are now being planned for al Concord elementary and junior high schools, so that by the end of next year, all of our 132 special education students will spend most of their school time with their peers.

Naturally, this new program places a special burden on the regular classroom teacher. To meet that challenge, th Concord Public Schools Coordinator for Special Education, Mrs. Minnie Slowitz, has established an in-service training program for all regular classroom teachers. The program began in September with eight teachers participating.

Special education, like every other aspect of public education today, is changing--and the Concord Public Schools are meeting the challenge!

Auto Shop Gets New Equipment

An extensive, highly professional automative diagnostic center was installed in the Concord Memorial High School aut mechanics shop in September.

Auto shop teacher Harry MacTruck explained that the new equipment will permit more realistic instruction. T"his is the kind of gear most good garages have these days", he said. N"ow I can teach the kids how to trouble-shoot the way it ought to be done. Before this, some of the kids would wreck an engine before they'd figure out what was wrong with it."

INTEROFFICE MEMO

FROM: Wright Lee Dunn

TO: Arthur A. Tative

SUBJECT: Upcoming Projects

Thanks again for your help with the blankety-blank newsletter. There have been quite a few compliments from members of the staff, along with innumerable suggestions for future articles. The copies for the public are now distributed to the city libraries, except for the Balking Point Branch, where the branch librarian refused to take any. I have completely given up on trying to get the PTA's to distribute copies to parents. Instead, I have distributed those copies to the classroom teachers with instructions to let students take them home "as long as the supply lasts."

A suggestion: how about doing a brochure, or possibly even a series of brochures, describing the school district? If we just do one brochure, it should be an "all-purpose" booklet that covers all of the significant points (positive points, that is). On the other hand, we could do several smaller pamphlets, each devoted to a specific subject or aimed at a particular audience. An "all-purpose" booklet probably would need to be 16 to 20 pages, whereas single-purpose pamphlets could be done on a single sheet of paper folded once or twice. Your comments and ideas are welcome.

Dr. Wilco wants me to write a speech for him, so I'd better get busy on that.

Wright Lee Dunn

Wright Lee Dunn

December 14, 19__

Item 22

January 14, 19__

ART:

Here's a rough idea of what I have in mind for a pamphlet on career education in Concord P.S. As we discussed yesterday, this pamphlet will serve as a prototype for a projected series of ten to twelve pamphlets that we might do each year.

WLD

PS: The pen-and-ink sketches were done by one of the girls in the High School advertising art class. I think they're excellent, don't you?

"Career Education" is a new concept, first proposed by the U.S. Office of Education a few years ago.

Career Education recognizes three crucial facts:

* Most adults, men and women, in today's world want some kind of career that will satisfy both their material and their personal needs
* The majority of high school graduates enter the world of work <u>without</u> further education
* Many satisfying, rewarding careers don't require college training at all!

Career Education is intended to acquaint all students with the widest possible range of choices, and to provide the entry-level training for whatever career field the student chooses. Career Education also seeks to dispel the false distinction between "academic" and "vocational" courses of study.

CPS

Learning About Careers

Career Education in your Child's School

Section IV

REVIEW QUIZ

Do not write on this page. Please record your answers on the Posttest Work Sheet, page 55.

13. What is the primary function of the "prospectus" Dunn wrote for the newsletter?

    a. To organize everyone's thinking about the proposed newsletter ____
    b. To induce the school administration and school board to approve of this costly project. ____
    c. To put the whole proposal, including the purpose, costs, etc., "on the record" for future reference. ____

14. Dunn's prospectus for the newsletter states a number of reasons for the proposed new publication. Which of the following do you regard as a valid reason for NOT publishing a newsletter?

    a. It will take too much time and effort on the part of the Community Relations staff. ____
    b. It's not the function of a school district to circulate self-serving propoganda. ____
    c. The proposed newsletter is too expensive for the functions it is intended to serve. ____
    d. Whatever "news" the school district generates should be disseminated through existing news media for the widest possible exposure. ____
    e. A small school district can't possibly generate enough real news to fill four pages every three months. ____
    f. Most people aren't interested in reading a bunch of school district propoganda. ____
    g. Publishing a newsletter in competitition with the existing news media will strain Dunn's relationship with reporters and editors. ____

15. Dunn's carefully-laid plans for the newsletter, with story assignments, "guidelines" for unsolicited submissions, etc., don't seem to work out very well. The assigned stories never materialize and the two "unsolicited submissions" are not what Dunn had in mind. What more could have been done to ensure that (a) assigned stories would be turned in on time and (b) unsolicited submissions would be publishable?

    a. Nothing. That's just the way it goes. ____

b. The story assignments and the "guidelines" should have come from the Superintendent's office, over his signature, to carry the weight of authority. ____
c. Some token payment for published stories would encourage those who agree to an assignment and would also promote higher-quality submissions. ____
d. Dunn should have realized from the beginning that the entire newsletter would have to be staff-written without outside help. ____
e. Dunn should have planned on consistent follow-up of story assignments and should discourage all unsolicited submissions. ____

16. What is the worst fault in the newsletters's first issue?

a. The stories are dull. ____
b. The layout is aesthetically uninteresting, especially since there is only one photograph. ____
c. There are too many errors in grammar and punctuation, probably because of inadequate or careless proofreading. ____
d. All of the stories were written by the same two people--Dunn and Tative--and therefore were written in the same style. This is monotonous. ____

17. Dunn proposed to publish either a series of small brochures or a 16- to 20-page booklet describing the entire school district. Which do you think would be better and why?

18. The brochure Dunn wrote on career education is designed as an 8-1/2 x 11 inch sheet folded twice. Why?

a. This size will fit in a standard business envelope for mailing. ____
b. This size is economical, since it uses a standard she of paper without special cutting or waste. ____
c. There is exactly enough information to fit this size--no more, no less. ____
d. No particular reason; any size would do. ____

ANSWERS TO SECTION IV, REVIEW QUIZ

13. All three answers are correct.

14. Personally, I don't think any of these reasons would be valid or sufficiently compelling to scuttle the newsletter. A newsletter such as Dunn proposed seems to me to be a very practical, worthwhile effort. With proper organization, it shouldn't take too much time nor be too expensive considering the great deal of good it could do. As for answer (b), it is specifically Dunn's job to present the school district in the best possible light. Answer (d) is obviously wrong, as Dunn's "experience" with the local news media has already demonstrated.

15. Answer (a) is correct. Answers (b) and (c) probably would have the same results. Answer (d) is a little impractical under the circumstances, and answer (e) would merely offend and alienate everybody.

16. The most serious fault of all is (c)--sloppy proofreading. Under the circumstances, this may be understandable (we assume that the typesetting was done by the high school printing students). But it won't do for a school district to put out any publication that is filled with typographical errors.

17. There are a number of good arguments for either approach. A single booklet will be relatively expensive, but, on the other hand, it might be less expensive than a great number of individual booklets--and all of the money available can be used to produce a single very impressive piece of work. On the other hand, trying to put everything into one booklet might prove unwieldy (if there's really a lot going on in the school district), and the resulting product might either be (a) so "concise" and vague as to be meaningless or (b) so enormous as to be intimidating to most potential readers. In that case, it would certainly be better to produce a series of well-designed booklets, each containing as much information on a given topic as might be desired. That way, too, the pamphlets can be distributed to the audience most likely to be interested in a given topic. Last, but not least, the use of a series of booklets permits considerable flexibility in the use of the available funds--and the spending can be cut off if, at any time, it appears to be unproductive.

What other good arguments do you have one way or the other?

18. (a) and (b) are correct. An 8-1/2 x 11 inch sheet folded twice, or an 8-1/2 x 14 inch sheet folded three times, fits a standard (Number 10) business envelope, which is very handy if some of the pamphlets might be mailed. Also, since these are standard sheet sizes, and there are standard sizes of printing paper corresponding to multiples of 8 1/2 x 11 and 8 1/2 x 14, brochures of these sizes can be printed without special cutting (an extra expense) or waste of paper (a mortal sin). When designing a brochure, pamphlet, booklet, or whatever, the usual practice is to decide first on the size and shape of the finished piece. An odd size or shape may be justified if the content is exceptionally important and the extra costs can be justified, but ordinarily a standard size and shape will do just as well. The content is then designed to fit the space available--not the other way around.

SECTION V

THE PITFALLS OF GHOST-WRITING SPEECHES

Specific Objectives:

The participant will be familiar with:

(1) some of the problems that can arise when the public information officer is asked to ghost-write a speech

(2) some of the more important considerations involved in ghost-writing (i.e. well focused topic, awareness of speaker's style, time allowance for revision of preliminary draft).

Section Contents:

(1) Interoffice Memo "Report on Dr. Wilco's Speech," Item 25, page 52

(2) Review Quiz items 19-20, pages 53-54

INTEROFFICE MEMO

FROM: Wright Lee Dunn

TO: Arthur A. Tative

SUBJECT: Report on Dr. Wilco's Rotary Speech

As you know, Dr. Wilco asked me to write a speech for him to deliver to the Rotary luncheon. I though you would like to know how this turned out, just for the record.

The subject of the speech was supposed to be "Progress in the Concord Public Schools." Since that was a little unwieldy for a 15-minute speech, I decided to narrow the topic to "How Well Open Classrooms Are Working in the Elementary Schools." This way, I could use the evaluations that were done last year in the two pilot projects and could relate the pilot projects to this year's expanded program. That part of it worked pretty well.

I gave Dr. Wilco a draft of the speech two weeks before the date of the luncheon. A week later, the draft came back covered with corrections. So, I rewrote the draft, following most of Dr. Wilco's suggestions. I also worked very hard to keep the tone of the speech in his "folksy," informal style. If I do say so myself, I think I was pretty successful. I submitted the revised draft and that was the last I heard. I assumed that the final version was acceptable.

Unfortunately, Dr. Wilco didn't give the speech. At the last minute, he decided to attend the State School Administrators Association meeting instead. And he assigned the speech to Hiram Lettemgo, the personnel director. Now, you and I both know Hiram, and he's really a very decent person, but I don't suppose anyone would call him "folksy." Dignified, restrained, formal, serious-minded--but not folksy. Besides which, he knows absolutely nothing about the open classroom project. (No one told me he was going to speak until he was introduced from the podium, and at that moment I was out in the lobby of the restaurant, frantically looking for Dr. Wilco. I came back in just as Hiram was starting. By then it was obviously too late to do anything but pray.)

Hiram did a fairly good job under the circumstances. He actually followed the text of the speech I wrote for two or three minutes; then, realizing that he didn't know what he was talking about, he went off extemporaneously into a long dissertation about the impossibility of hiring teachers willing to teach in an open classroom. I don't know how he finished; I'm ashamed to admit that I snuck out of the room and went home.

Wright Lee Dunn

Wright Lee Dunn

Section V

REVIEW QUIZ

Do not write on this page. Please record your answers on the Posttest Work Sheet, page 55.

19. What could have been done to avoid the debacle of the speech, written for Dr. Wilco but delivered by Mr. Lettemgo?

    a. Instead of writing a speech, just write an outline that any speaker could adapt to his own style. ____
    b. Work closely enough with the speaker (in this case, the Superintendent) that he will let you know if there is a change of plans. ____
    c. Write all speeches in a straightforward, neutral style so that they can be delivered successfully no matter who the speaker may be. ____
    d. Nothing; that's just the way the ball bounces. ____

20. Which of the following would not be of consideration in ghost-writing a speech for someone?

    a. the speaker's delivery style
    b. time allowance for revision of working draft
    c. lunch time
    d. focused, well developed topic
    e. audience expectations

ANSWERS TO SECTION V, REVIEW QUIZ

19. My answer is (d). "Murphy's Law" ("If something can go wrong, it will") operates with vast efficiency in the field of public relations/public information. Answer (a) is reasonable, but it is usually better, if you can, to write a speech the way you think the speaker would like to give it--not only the content, but the exact word choice, tone, and pace that fits his speaking style. Answer (b) is a pleasant ideal but rarely realizable. Answer (c) would merely guarantee that the speaker--no matter who he turned out to be--would be dull. And that would be an even greater catastrophe.

20. The obvious answer is (c). The speaker's delivery style (mannerisms, phrase inflection, delivery speed) should always be considered. Although not always a reality, enough time should be allowed for draft revision to allow the potential speaker an opportunity to shape the draft. In all instances a well focused topic will eliminate the many problems associated with interest and understanding and will, in some instances, make up for a poor delivery. As to item (e), audience expectations, this should be of prime consideration. A well developed speech delivered to the wrong audience is a bit discouraging and a waste of everyone's time.

APPENDICES

Preparing School News Releases for the Media

POSTTEST WORK SHEET

_____ _____

Name Date

_____ Your Score: _____

Social Security Number

Please record answers on this sheet. Check your answers against those shown in "Answers to Review Quiz" at the end of each section. Record the number correct above.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____

LIST OF INDEPENDENT STUDY MATERIAL

DEVELOPED BY THE SEST PROJECT

The Delphi Technique for Curriculum Planning
A-1 Setting Instructional Goals (Document #10a)

Designing a Concept Development Unit
A-2 Designing Instructional Units (Document #10b)

Designing a Study of Available Resources
B-3 Evaluating the Utilization of Learning Resources (Document #10c)

Developing Job Descriptions
C-1 Developing a Staffing Plan (Document #10e)

Material Selection
B-1 Evaluating and Selecting Learning Materials (Document #10d)

Preparing School News Releases for the Media
G-1 Informing the Public (Document #10h)

Selecting Personnel for a New School Program
C-2 Recruiting and Selecting Personnel (Document #10f)

Self-Instructional Module on Time Utilization
D-1 Revising Existing Structures (Document #10g)

OTHER RELATED PUBLICATIONS

A Directory of Competency-Guided Supervisory Training Materials for Independent Study (Document #9)

A Selected Bibliography for Professional Supervisory Competencies (Document #8)